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ABSTRACT

Being the first seminar to bring together senior officials from Educational Planning and Administration (EPA) training institutes located in developing countries, this meeting was designed to help strengthen cooperation between the International Institute for Educational Planning (IIEP) and training institutions. Participants were invited to share EPA training experiences, analyze their educational systems' training needs, examine ways to strengthen national capacities for training educational planners and administrators, and consider cooperative strategies. Two prior IIEP surveys addressed to 109 ministries of education in developing countries and to 318 training institutes throughout the world showed the considerable gap between training supply and demand, the weakness of the supply, the obstacles to improving training, the dearth of qualified national trainers, the shortage of teaching materials, and the insufficiency of financial resources. Participants raised issues concerning their nations' educational development, national EPA training structures, typology of training institutes and programs, and training strategies. Participants also analyzed their countries' training needs, focusing on methodologies and major environmental and education trends. They discussed ideas for strengthening national training capacities, pursuing interinstitutional cooperation. The group also defined areas needing IIEP assistance. Appendices contain a list of seminar participants; individual group reports; individual training needs analyses from Senegal, Mexico, and Ghana; and a list of seminar documents. (MLH)

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Strengthening national training capacities in educational planning and administration

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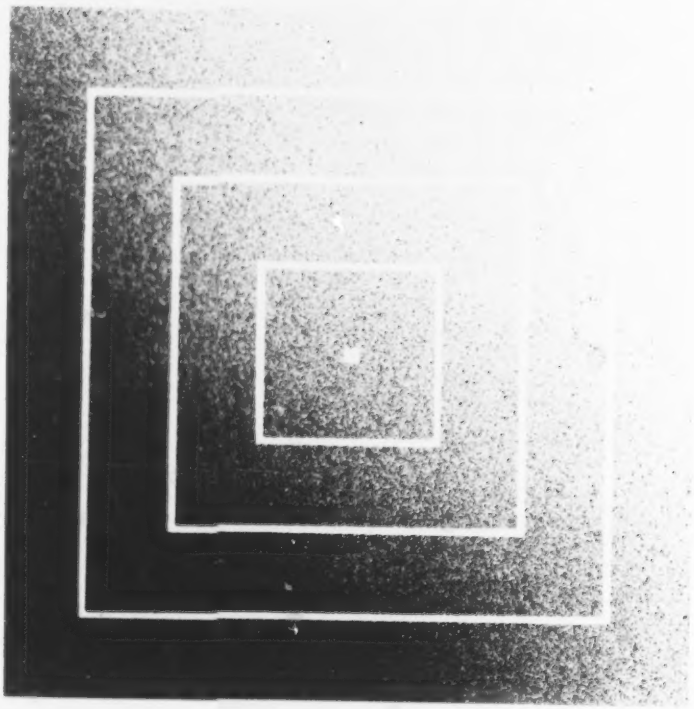
Report of an IIEP Seminar



Jacques Hallak
Michaela Martin

Paris
10 - 14 December 1990

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International Institute for Educational Planning
(established within the framework of UNESCO)

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Preface

Since its creation, the International Institute for Educational Planning (IIEP) has always maintained, in all the fields of its activities, very close relations with the Member States of UNESCO. The Institute regards co-operation with its partners as both a means and an end. In a prevailing situation of financial restrictions, the quest for ways and means of co-operation conducive to a considerable gearing down of efforts becomes a prime necessity.

To strengthen national capacities for training and research in the field of educational planning and administration, the Institute attempts to consolidate its co-operative relationships with training institutions in developing countries. To this end, in December 1990 the IIEP organized a seminar attended by the heads of such institutions. The purpose was to undertake jointly an analysis of priority training needs (both quantitative and qualitative), and to give the participants food for thought on the possibilities and forms of a closer co-operation between their respective institutions and the IIEP, particularly with regard to training.

This seminar was, in fact, the first component of a project to scale down the IIEP's capacity of intervention where training is concerned. The idea of the project is to set up a network of institutions possessing a high degree of flexibility in respect of types and areas of collaboration as well as forms of organization. One of the means envisaged for the creation of this network was the establishment of collaboration agreements between the IIEP and its partners.

Six months after the seminar, several such agreements have already been entered into or are currently being prepared by the heads of the institutions concerned. The partnership between IIEP and training institutions is thus acquiring a structure and will soon be operational.

I wish to thank all the participants who made an active contribution to the success of this seminar.

Jacques Hallak
Director, IIEP

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Introduction

The seminar brought together representatives, mostly Directors, from Educational Planning and Administration (EPA) training institutes and programmes located in developing countries of the following regions: Africa (5), Arab States (2), Asia (6) and Latin America (2). There were also four staff members of UNESCO's Secretariat and the Regional Offices of UNESCO in Dakar, Senegal and Amman, Jordan. One participant is a member of the UNESCO office in Harare, Zimbabwe.

Lasting one week, the seminar included both plenary and working group sessions.

The first day was devoted, in plenary session, to presentations prepared by IIEP staff members, and to presentations by participants of their own training institutions and programmes. During the following three days of working group sessions, participants had an opportunity to discuss existing national training arrangements, the training needs of their countries, and ways of strengthening national training capacities. Summary reports of the working group discussions were presented at the closing plenary session.

In addition, a round table was organized with the participants in the IIEP 1990/91 Annual Training Programme, providing an opportunity for an exchange of views about EPA training issues. (See *Appendix 3* for information about this meeting).

1. Objectives of the seminar

The Director of the IIEP opened the discussions with an explanation of the seminar's objectives. This was the first IIEP seminar to bring together senior officials from EPA training institutes and programmes in developing countries. The meeting -- of an experimental nature -- was designed as the first step in an organized and co-ordinated process of strengthening co-operation between the IIEP and the training institutions. Such an approach appears to be necessary, given the growing and ever more diversified training needs in Educational Planning and Administration (EPA).

With these aims in mind, the participants were invited:

- to share their experiences of training in EPA;
- to analyze national training needs (quantitative and qualitative) at various levels and segments of their educational systems, and to discuss methodological issues in identifying these needs;
- to examine ways of strengthening national capacities for training educational planners and administrators. Particular attention was to be paid to the areas of the *training of trainers* and the preparation of teaching materials;
- to reflect on the means of co-operation among the IIEP, UNESCO and its Regional Offices, and the institutions represented at the meeting.

2. IIEP policy with respect to training

Before presenting the IIEP's training policy, which is already based on co-operation with a large number of specialists, organizations and institutions, the Director touched on some of the major trends in the planning and administration of education in the developing world:

- a diversification of the officials involved in decision-making and execution, with a resulting diversification of the tasks attributed to planners and administrators;
- a growing interest of public opinion in the problems of education;
- a search for a closer interlinking of educational planning methods at the micro- and macro-levels;
- decentralization (often accompanied by 'federalization') of the administrative authority in education.

In the face of these trends, and of the ever-growing training needs, the IIEP is looking for more effective procedures to develop national training capacities. More intense and broader co-operation with training institutes and programmes throughout the world has been defined as a priority action. Such co-operation, which could encompass very diverse areas, subjects and approaches, should be viewed as 'open' and 'informal', with a variable number of partners and programmes. Existing contacts could be intensified and/or new operational and practical arrangements established.

In this context, it was recalled that one of the IIEP's objectives is to favour activities with strong multiplier effects, and that therefore the *training of trainers* is of particular importance. One can better meet the need for training in developing countries through a 'trickle down' *training of trainers,* from the top of the administrative and functional hierarchy to the executive level, together with the use of a wide range of delivery systems (such as distance learning or conventional teaching methods).

3. Survey on the situation of EPA training

In order to prepare for the seminar on training institutions, the IIEP had conducted two surveys, one addressed to ministries of education and the other to training organizations.

The *first survey* was addressed to 109 ministries of education in developing countries of which 37 responded. It was designed to obtain information about current EPA training practices and about the needs as perceived by Member States. As far as present practice is concerned, the survey shows that a very large majority (95 per cent) of responding countries still send some of their officials for training abroad. Training offered in these countries is highly diversified in nature, with respect both to the institutions providing it, and their clienteles and substantive objectives. The survey also shows that, in general, needs are not assessed in a systematic manner, and that need-identification methodologies are very

diverse. Nevertheless, the training needs as expressed do cover a broad range of staff to be trained at all levels of the administration of the educational system.

The *second survey* was aimed at obtaining a global assessment of the EPA training supply. For this purpose, a questionnaire was sent to 318 training institutions throughout the world. Answers were received from 33 training institutions of the university type, 18 institutions connected with education administrations, and 10 other types of institutions. Despite the low response rate (61 out of 318), it was possible to draw several conclusions. In particular, this survey brought to light a great diversity of training objectives, types of clientele and contents of the training programmes, of pedagogical methods and of teaching materials, as well as the decisive role of the structure to which the institution is attached (for detailed results of these surveys, see document IIEP/S113/3 given in *Appendix 4*).

The two surveys demonstrated (i) the considerable gap between training supply and demand, (ii) the weakness of the supply, and the difficulties and obstacles to improving the quality of training: the dearth of qualified national trainers; the shortage of teaching materials; and the insufficiency of financial resources.

4. Presentations by representatives of training institutes and programmes

The following points were raised:

- the level of educational development in the Member States concerned;
- national EPA training structures;
- typology of training institutes and programmes;
- training strategies (priority clienteles, types of programme, content and methods of the programme).

4.1. Level of educational development

The structure and orientation of each training institute or programme are naturally a function of the national education system's level of development. It is also evident that certain basic data about the education system must themselves be viewed in the light of each country's level of economic and social development.

Of the 13 countries represented at the seminar, eight belong to the category of middle-income economies (Brazil, Colombia, Egypt, Republic of Korea, Malaysia, Morocco, the Philippines, Zimbabwe), while five (India, Indonesia, Mozambique, Nigeria, Sri Lanka) belong to the low-income economies. This apparently rather homogeneous representation in fact conceals per capita income differences ranging from 1 to 38 between the richest and the poorest countries (Republic of Korea and Mozambique).

Middle-income economies are not often confronted with the same types of educational problems as are low-income countries. Some of the former have mostly succeeded in generalizing primary education, with enrolment rates in primary schools by age cohort exceeding 90 per cent. Enrolment by age cohort in secondary education varies more substantially (from 39 per cent in Brazil to 88 per cent in the Republic of Korea). In the

low-income countries, primary education enrolment rates vary between 68 per cent (Mozambique) and almost 100 per cent (Indonesia and Sri Lanka). At the secondary level, enrolment rates range from 5 per cent (Mozambique) to 66 per cent (Sri Lanka). However, it should be noted that, as of 1985, some of the low-income countries (in particular Egypt and Morocco) had illiteracy rates, among the population of age 15 or more, exceeding 50 per cent (55.5 per cent in Egypt, 66.9 per cent in Morocco) (UNESCO 1987).

Several participants put forward various problems faced by their educational systems. In countries where school attendance is high, the concerns of political decision-makers and planners pertain mainly to quality and funding aspects (quality of teaching as provided, its adaptation to national social and economic requirements, issues of policy effectiveness and efficiency). The low-income countries are particularly affected by adult literacy problems and by the extension of the education system, especially to disadvantaged regions.

Several participants in the seminar (from Brazil, Colombia, Egypt, India, Malaysia, Morocco, Zimbabwe) referred to reforms recently adopted by their governments. These reforms aim to improve the quality of teaching (for example, Egypt's structural changes in school curricula), or to restructure the system of education administration, especially through decentralization of authority toward regional and local levels (for example, Brazil, Colombia, Malaysia), or to achieve the objective of social equity through greater participation by disadvantaged groups, especially in primary education (for example, India, Zimbabwe).

4.2. National Educational planning and Administration (EPA) training structures

In presenting their own institutions, several representatives placed them in the context of their countries' existing EPA training structures. These structures naturally depend very much on the country's level of development, on its size and on national expenditure on education. The establishment of lasting training structures goes through various phases: first the creation of national training teams, then the design of training programmes, and finally the opening of training institutions.

All the represented countries have structures of the university type, which offer programmes on various aspects of education through their faculties of education. Some of these programmes include EPA specializations. National reports (for example, Brazil, Nigeria) often deplore the excessively theoretical content of the teaching, as well as overly rigid frameworks for in-service staff re-training.

Generally speaking, the represented countries' ministries of education themselves provide training for part of their staff. Some have set up training programmes on a temporary basis (for example, Egypt), while others have created more stable training units (for example, Brazil, Indonesia, Republic of Korea, Morocco). Such training programmes sometimes constitute part of the staff promotion system.

Some of the represented countries have very diverse EPA training structures that can include a multitude of institutions and programmes with different affiliations and objectives.

This is particularly true of 'nation-continents', such as Brazil, India, Indonesia, and Nigeria. Some participants deplored the fact that teaching dispensed by different institutions is not in line with a co-ordinated and consistent national EPA training policy, whose objectives and implementation modalities would be determined in harmony with the priority objectives of the country's education policy. It might be asked, in particular, whether each of the institutes and programmes should not define its own training mandate, that would clearly set out its clientele and training objectives.

4.3. Typology of training institutes and programmes

The 15 training institutes and programmes represented at the seminar can be broken down into three types of institutions:

- *university departments*: Colombia, Mozambique, Nigeria, Zimbabwe;
- *institutes or programmes* of the governmental type (ministry department or institute directly accountable to a ministry, training programme within a ministry department): Brazil, Egypt, Indonesia, Republic of Korea, Malaysia, Morocco, Sri Lanka;
- *institutions* with other than university or government affiliation (UNESCO Regional Offices, SEAMEO-INNOTECH, NIEPA).

Some institutes and programmes have regional or sub-regional training activities. This is naturally true of UNESCO's Regional Offices and of SEAMEO-INNOTECH (established by the Conference of Ministers of Education of the South-East Asian Countries), of NIEPA, and also of the Educational Planning and Administration Department of the University del Valle (Colombia).

The age and the size of these training structures vary greatly from one institution to another. A minority of institutes were already set up at the beginning of the sixties (DAPE in Colombia, NIEPA in India), while others were founded during the seventies (SEAMEO-INNOTECH, SCEA in Sri Lanka, PUSDIKLAT in Indonesia, NIERT in the Republic of Korea, COPE in Morocco). The youngest structures are those established in Zimbabwe (1982) and in Mozambique (1989).

The training capacity of the institutes represented is extremely variable. The Amidudin Baki Institute in Malaysia trains 24,400 people per year, through a multitude of programmes, courses, workshops of varying duration and distance learning courses. NIEPA, another large institution, trains about 1,500 people per year. On the other hand, the university departments of Zimbabwe (64 graduates per year) and of Mozambique (148 students enrolled in 1989) are much smaller. However, most of the institutes take in between 100 and 500 participants per year. These figures obviously depend on the resources available to the institute, and on its age, but also on its training strategies, which in turn determine the priority clientele for training, the content, the type of programmes and also the teaching methods.

4.4. Training strategies

The discussion of training strategies concerned the definition of objectives, the choice of clientele, and options as to determination of the supply of training, methods and contents.

Regarding objectives of the training at national level, participants illustrated the somewhat *technocratic* nature of the approaches used by training institutions and programmes which consist in describing the objectives in terms of numbers of 'graduates' or 'certificates' by specialty and training level. However, during the discussion it was asked whether a national EPA training policy can be defined in the abstract, without explicit reference to the objectives and the conditions for drawing up a national education policy.

According to one of the participants, the experience of Brazil was particularly meaningful in this respect. In this country, many EPA training efforts have been undertaken in the past without success; the various training programmes were not integrated into a national training policy. In order to establish a negotiating forum, the Minister of Education created an organization in 1990 charged with technical and political co-ordination, responsible for negotiating the objectives of the national education policy with federal, state and municipal authorities. These negotiations have already resulted in the drafting of an EPA training plan. One noteworthy component of this plan consists of a distance learning programme, aimed on a priority basis at education staff in the municipalities. Such an approach has become indispensable, since Brazil has committed itself to decentralization of responsibility for primary and secondary education toward the municipalities.

Participants proposed different approaches to the selection of clientele to be trained. Some institutions have taken on a very broad mandate, and are training staff for very diverse tasks and levels: administrators and planners for different national ministerial, regional and local departments; heads of various school and university establishments; teacher trainers; researchers in education; etc. This applies in particular to IAB in Malaysia and to NIEPA in India. Other institutions have adopted and maintained a more targeted mission and offer training to a more closely defined clientele; for instance, COPE in Morocco only trains planning and guidance counsellors, in addition to education inspectors.

Participants' views on this issue were divergent. Some feel that the trend should be to diversify the clientele to be trained: in addition to ministerial staff at the central and middle levels, as well as heads of educational establishments, one should include other types of staff, representing a greater variety of levels and occupations. This extension of the scope of training is justified by the diversification of the tasks of the 'education planner and/or administrator', requiring the involvement of specialists and representatives from all domains of the formal and non-formal education sector. In the view of other participants, the stress should be put on necessary selectivity, especially because of financial constraints.

In this respect, most participants recalled that their institutions mainly train middle level staff, and especially heads of school or university establishments (for example, NIEPA in India, IAB in Malaysia, NIERT in the Republic of Korea, INNOTECH in the Philippines, SCEA in Sri Lanka), but that they expect to play a growing part in the development of

national (or sub-regional) training capacities, through the setting up and intensification of *training of trainers* programmes (for example, INNOTECH, NIEPA, IAB).

Regarding the development of the supply of training possibilities, some participants stressed the need to diversify proposed courses and programmes. Such diversification is aimed at making the supply of training more flexible. Clearly, the aim is to focus on a new clientele -- working professionals who need more and more to bring their knowledge up to date. In addition, a more flexible and variable duration of courses might better meet the needs of senior staff (decision-makers and high-level planning professionals at the national level) who have very limited time to devote to training. Some institutions already seem to have generalized the provision of short-term programmes and courses, which are additions, in most cases, to the longer programmes they were already offering.

Discussion of teaching materials and formats confirmed the significance of the trend to make the supply of training more flexible. Several institutes and programmes have developed or intend to develop distance learning (in particular, Brazil's Ministry of Education, DAPE in Colombia, NIEPA in India, IAB in Malaysia, INNOTECH in the Philippines). The objective mentioned by several participants is to reach key staff in outlying regions, with a view to serving the cause of basic education for all. In addition, the development of distance learning modules, as self-teaching materials for use prior to an on-site training programme, was proposed by INNOTECH as an appropriate way of enhancing the effectiveness of the learning process.

Turning to teaching methods, participants expressed their concern that 'conventional' methods, with lecture type courses, continue to predominate in many institutions. They expressed the wish to see approaches diversified, in particular through the adoption of more active methods and the use of round tables, workshops, group discussions, etc.

Along the same line of thinking, some participants stressed the need to strengthen training in research methods. Some medium- and long-duration training programmes already make provision for the drafting of a research paper at the end of the training period, which is sometimes aimed at solving a specific problem. In this connection, it is essential to have trainers of very high quality.

A last point taken up in the discussion had to do with the content of training offered, which is directly related, of course, to the target clientele. Here too, according to the participants in the seminar, diversification is the current trend. Whereas until just a few years ago, teaching concentrated almost exclusively on quantitative approaches to EPA, one presently observes that more and more attention is being paid to qualitative aspects in research and training. In addition, the training of administrators is giving more and more room to management concepts, although not at the expense of the traditional technical approaches. While there was no doubt that all participants stressed the need for training to encompass both quantitative and qualitative approaches, the importance given to these approaches varies greatly with the level of development of each country, and with the priorities of its education policy.

5. Analysis of training needs

With a view to having a better assessment of the prospects for co-operation among EPA training institutions, the participants devoted part of the meeting to the analysis of requirements, reflecting on the following points:

- methodologies for identifying training needs (information sources, quantitative and qualitative methods, indicators to be developed);
- trends and parameters to be taken into consideration in the definition of needs;
- estimation of qualitative and quantitative needs, and assessment of priorities when defining action programmes.

5.1. Methodologies for identifying EPA training needs

In this area, it would seem that current methodologies for defining training needs in a rigorous way have shortcomings. Research on this subject should be undertaken. In particular, it was suggested to make use of:

- *qualitative research methods* (interviews, surveys, informal conversations with candidates for training, their supervisors, their colleagues, their employers, etc.) in order better to define the nature and the scope of training needs. In particular, 'brainstorming' sessions could be used to (re)define and to specify job descriptions of educational planners and administrators;

- *verification and evaluation methods*. According to the participants, needs as defined should be validated by the candidates for training, by their employers and by their colleagues. The use of action-research methods, already applied by NIEPA, can usefully complement the validation process of the identified needs.

5.2. Major trends in the environment and the education system

The participants felt that training needs are intrinsically related to the national economic, social, political and cultural context, as well as to the education system. They engaged in methodological reflection through an analysis of significant changes in the environment and in the education system (scanning of environment) that directly or indirectly affect the role and tasks of educational planners and administrators at different levels. This methodology, as applied in the framework of strategic planning, makes it possible to detect emerging training needs in a prospective manner. By way of illustration, participants identified the following trends to be taken into consideration in the analysis of EPA training needs:

- the increase of the pace of change in the education system and its environment; consequently, the *management of uncertainty* and of the education system's adaptability is becoming a relevant speciality for EPA training programmes;

- the scarcity of resources (which is particularly acute in a period of austerity policies) generates an increasing need for the effective and efficient implementation of policies; consequently, training in the methods of policy analysis and of evaluation is becoming a priority for EPA training officials;

- the trend of decentralization of education authority, and diversification of those who have authority with respect to education, in particular the growing responsibility of NGOs and of the private sector; consequently, a re-definition of the division of labour among these different entities must be taken into consideration in the analysis of training needs;

- the growing importance of neo-liberal currents of thinking which stress market mechanisms and the accountability of decision-makers, planners and administrators at all levels of the education system, with the two-fold consequence of (i) promoting the concepts of results, of cost/benefit ratios and of evaluation, among the concerns of staff; and (ii) giving rise to new definitions of EPA profiles. The consequences for training officials are considerable. In particular, one observes a growing importance of information and research for decision-making and planning at all levels of the system. Technological and technical progress, and data processing are resulting in far-reaching changes, in particular in national education administrations.

5.3. Defining training needs

It was stressed that an order of priorities of training needs, in harmony with the system's education policy, must be drawn up for each country. For instance, the priority of concentrating above all on basic education, mentioned by the countries whose school attendance rates are still relatively low, must be accompanied by priorities with respect to training, without however neglecting completely the action to be taken at other levels of the education system.

The discussion was centered mainly on qualitative training needs, as quantitative aspects require a detailed survey of the authorities of each country. Nevertheless, participants referred to categories of staff and to their specific training nee s identified by the IIEP (see document IIEP/S113/1 given in *Appendix 4*) as a useful framework for the quantitative definition of training needs.

While accepting that training needs vary considerably according to the level and the function of the staff to be trained, participants did propose the introduction of several 'new specialities':

- methods of analyzing trends in the environment and national policies;

- methods of drawing up scenarios, supporting decision-making especially for the *management of uncertainty* and change;

- the ability to use information technologies and techniques (especially data analysis) to prepare for decision-making;

- the techniques of negotiation and communication with various public-sector partners at different levels of the education system, and with more and more numerous private-sector counterparts;

- methods of elaborating quantitative indicators for the monitoring and evaluation of implementation, with a view to enhancing the effectiveness of plans, programmes and projects.

6. Strengthening national training capacities

The reinforcement of national EPA training capacities is one of the essential priorities of the IIEP programme. Given the circumstances of resource constraints and of growing training needs at all levels, the definition of priorities is a particularly important task. The participants suggested two areas of top priority:

- the *training of trainers;*
- the production of teaching materials.

The strengthening of co-operation in these two areas among the IIEP, the Regional Offices of UNESCO and other agencies should allow training institutions better to meet national needs.

6.1. Training of trainers

The *training of trainers* was defined as an absolute priority for strengthening national training capacities. It is indispensable for countries that do not have their own training structures; in this case, the training of national trainers constitutes a first step toward the creation of national teams, and the establishment of more lasting training structures. Participants stressed the necessity of ensuring continuity and viability of *training of trainers* programmes, referring to the value of applying certain funding methods (such as *revolving funds*).

The discussion also covered the potential available in different countries. Existing training of the initial and/or continuous type is provided either by university departments, or by other specialized EPA training institutions.

Teachers belonging to these institutions, senior ministry of education staff, as well as officials of certain NGOs, can all be viewed as potential EPA trainers.

The participants made the following points:

The qualifications required of a trainer:

- confirmed professional experience;
- communication and negotiation abilities;
- good practical and/or theoretical knowledge of the aspects to be taught.

Ways of selecting potential trainers:

- intelligence tests;
- personality tests;
- professional experience.

The objectives of training of trainers programmes and the contents of such programmes:

- to acquire good knowledge of research methodologies (especially action-research);
- to be capable of identifying training needs;
- to be able to conceptualize and put into operation a training programme, and hence to be able to formulate pedagogical objectives, collect and select the necessary teaching materials, develop the curricula and the teaching methods, and manage the programme in terms of organization and funding;
- to acquire knowledge about the training of adults and the psychology of learning;
- to conduct evaluations of training results.

In short, the participants see the EPA trainer as a specialist who must fulfill several functions: he is simultaneously a teacher, an agent of change, a programme manager, a counsellor and an evaluator. He must therefore receive interdisciplinary training.

6.2. Preparation and selection of teaching materials

Participants stressed the importance they attach to active training methods, and they recommended that teaching materials be prepared on the basis of specific field experiences, and, whenever possible, on the basis of action-research.

A typology of different categories of teaching materials was proposed:

- background materials (for example, national educational development plans, research documents)
- self-study materials (didactic modules on specific EPA topics that should be supplemented with sets of questions drawn up on the basis of training needs);
- case studies and monographs to illustrate particular aspects;
- reference materials combining written, audio-visual, computerized or multi-media support.

As for the use of such materials, the participants made the following recommendations:

- the selection and the composition of different types of materials should be adapted to the needs and objectives of the training in question;

- before being used on a large scale, materials should be validated and tested on restricted target groups (it is particularly important to evaluate pedagogical effectiveness, and then to make appropriate changes);

- imported material should be adapted to national and/or regional needs and circumstances;

- computerized tools (for example, simulation software) are particularly important for high level planners and decision-makers. However, they are very costly, and are not always suitable for the needs of developing countries.

6.3. Co-operation among training institutions

It became apparent during the discussion that much co-operation in EPA training and exchange of information among training institutions already exists. The IIEP, through its Annual Training Programme and its *Training of Trainers* Programme, has over the years succeeded in building up an extensive network of EPA institutions and trainers, as well as working links with senior officials, educational planners and administrators. The IIEP has also developed its own programme of exchange and dissemination of teaching materials and contributes in this way to the definition of the contents of training, particularly for the trainers. The Regional Offices of UNESCO (OREALC, PROAP, BREDA and UNEDBAS) are already active at the regional level in the creation of exchange networks, and have significant experience with the development of institutional capacities to their credit. Some training institutions also play regional or sub-regional training roles (for example, SAMEO-INNOTECH, NIEPA) and have many co-operative relationships with other institutions. Thus co-operation is already under way; the point now is to ensure its continuity, to strengthen it and to promote good co-ordination among institutes and programmes which are partners in a network.

In this respect, participants stressed that co-operation necessarily involves providing better information to potential partners about:

- the activities of various training and research institutions (types and themes of current research, types and contents of training offered);

- the teaching materials used (nature, content, etc.);

- the types of co-operation under way (with other training institutions of the country, of the region and at the international level).

Data banks containing such information could be established and managed at the international level (possibly by the IIEP), at the regional level (for example, by the UNESCO Regional Offices, as is already done by BREDA), and nationally (by training institutions co-ordinating exchanges at this level).

In addition, participants discussed the scope of co-operative action, which could apply to a wide range of areas and could achieve different degrees of intensity; the co-operation could include the following items:

(i) the exchange of information, expertise and teaching materials;

(ii) joint production of teaching materials and/or teaching modules;

(iii) joint organization of training activities;
(iv) the exchange of teaching and research staff;
(v) institutionalization of exchanges through a co-operation agreement;
(vi) division of labour among institutions through specialization in particular teaching and research tasks;
(vii) joint research activities.

The discussion also made reference to the possible setting up of an inter-institutional co-operation network, and the particular roles of UNESCO's Regional Offices and the IIEP. Participants would like to see UNESCO's Regional Offices play a greater role, in particular by facilitating exchanges, by stimulating national efforts through the establishment of a system of correspondents in the Member States of each region, and by promoting sub-regional and regional co-operation.

As for the IIEP's role, numerous proposals were made. Participants would like to see the IIEP's assistance intensified in the following areas:

- formulation of a methodology aiming at the identification of national training needs;
- joint elaboration of training of trainers programmes;
- joint preparation of teaching materials;
- organization of courses and seminars;
- dissemination of teaching materials and documents;
- establishment of bibliographies;
- evaluation of the quality as well as of the results of teaching materials and training courses;
- management of a data base on training institutions.

A first co-operation phase could consist in the signing of flexible inter-institutional co-operation agreements, covering various areas of common interest, between the IIEP and the training institutions.

7. Follow-up to the seminar

At the end of the discussions, the Director of the IIEP took note of the proposals put forward by participants. It was suggested that meetings of training institutions be organized regularly, with a periodicity to be defined as a function of the needs arising with respect to co-operation. The possibility of organizing the next meeting two years hence was mentioned; that would be an opportunity to assess progress achieved and problems encountered.

A data bank on EPA training institutions, containing information about training programmes, is to be set up by the IIEP. In addition, all the meeting's participants, as well as members of UNESCO's Secretariat and Regional Offices, will be informed of activities following the seminar.

Appendices

Appendix 1

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Appendix 2

Report of Group 1: Conclusions and suggestions

1. The discussions centered around training needs, the strengthening of the training capacities of each country and/or institution, and the prospects of co-operation between these countries and/or institutions, UNESCO Regional Offices, and the IIEP.

Training needs

2. It was noted that training needs are nowadays determined by several marked trends:

   (a) The increasingly important role played by regions, provinces, districts, and even individual schools in educational planning and administration; in a context of decentralized decision-making, they are more closely involved.
   (b) The growing importance of information in decision-making; that is to say the need for a reliable information system enabling relevant decisions to be made at all levels of the education system.
   (c) A realization of the need for a better management of material and human resources, and of schools themselves.
   (d) A heightened awareness of the need, in planning, to make allowance for circumstances liable to modify training needs.
   (e) The ever-present need to train teams able to negotiate with international bodies as well as to prepare projects at the national and local levels.

3. The members of the Group raised, in particular, the question of determining priorities where training needs are concerned. These priorities vary greatly from one country to another, depending on the level of development. They cannot be dissociated from the education policy of each country. Similarly, they must be established in agreement with other agents of the education system. In actual fact, priorities are fixed in accordance with established standards and from the aspect of centralization. One of the consequences of these major trends is the importance and urgency of paying greater attention to training at the regional and local levels.

4. It is especially important for the training provided to conform to the prevailing educational practice if it is to be effective.

5. A distinction should be made between training needs and training demand. The two are not necessarily the same. Hence, one should bear in mind the general objectives of the education policy in the light of the country's educational, political and cultural realities.

6. The Group placed emphasis on the need for a strong political resolve in order that training activities may produce consistent results. It is not enough to establish training needs technocratically. They must be the subject of negotiations with other agents and an attempt must be made to reach political compromises in order to achieve the desired results. In several countries, such results are not guaranteed without this political mediation.

7. Training needs should be conceived not only from the point of view of the individual, but also from that of the strengthening of the capacity of the institutions concerned. There are three aspects to consider: (i) the individual dimension, (ii) the institutional dimension, and (iii) the societal dimension.

The strengthening of national capacities

8. Where the strengthening of training capacities is concerned, the specific circumstances of each country must be taken into account. The members of the Group agreed that it is not only a question of quantity, but also -- and primarily -- one of quality. One of the problems is to meet both quantitative and qualitative requirements within a time limit that is often very short in many countries.

9. Training should be regarded as a process depending on relevant teaching materials and on a permanent monitoring and evaluation of its results.

10. The Group stressed the importance of providing on-going training programmes for key personnel at different administrative levels. This can be done by judicious selection and by organizing practical courses integrated with field work and tied in with a policy of on-going training.

The training of instructors

11. The English-speaking sub-group of the Working Group concentrated on the creation of a general framework to serve as a guide to co-operation where the training of instructors is concerned. Before submitting concrete proposals regarding co-operation, the Group discussed the following points:

- Training objectives.
- Qualifications required of the personnel to be trained.
- Type and content of the programmes adopted.

These points had to be clarified before formulating possible co-operation projects and programmes.

Training objectives

12. (a) The objectives of a training programme for instructors must be formulated as precisely and in as much detail as possible in order to facilitate the selection of the personnel to be trained.

(b) Each training programme for instructors must also include among its objectives the constitution of a national team of instructors. This means that these programmes must be systematically monitored.

Qualifications required of personnel to be trained

13.
- Sound professional experience.
- The ability to communicate.

- A thorough knowledge of the specific content of the training courses in question.

In all cases, the Group considered it important to constitute a team of instructors comprising persons specializing in the different subjects to be taught and persons possessing a certain know-how in transmitting knowledge.

Types of programmes

14. The Group made a distinction between the conventional type of training courses for instructors and distance training. Where the traditional type is concerned, training programmes 'in series', having a multiplier effect, are worthy of special attention. Various countries represented within the Group have already adopted such programmes.

Content

15. The Group considered the following abilities of particular importance for existing and future instructors:

- Responsibility for, and control of, results.
- Leadership.
- Negotiating skill.
- The ability to analyse, evaluate and take action within the framework of national policies.
- The management of human, material and financial resources.
- The development and use of information.
- The management and implementation of policies, notably the development and application of possible strategies of encouragement and sanctions.

16. These programmes should naturally be adapted to the needs, characteristics and levels of responsibility of the people whom the instructors under training will subsequently have to instruct. To ensure the success of this type of programme, it is considered particularly important for those responsible for organizing such programmes to possess:

- Ability to conceptualize training programmes and put them into effect.
- Programme management aptitude.
- Qualifications and instruments necessary for the evaluation of programmes.

Suggestions for co-operation where the training of instructors is concerned

17. Co-operation should cover the following areas: all the countries represented felt the need to develop their capacity in respect of:

- Information systems for educational planning and management.

- Methods of training instructors in general, and the development of adequate materials in particular.

18. Some countries added the following areas:

- The management of higher education.
- The analysis and evaluation of policies.
- Strategies and strategic management techniques.
- Pupil evaluation.

In some countries, training in educational planning and administration has developed very little, and training needs are acute in all fields.

19. With regard to possible forms of co-operation, the Group laid special emphasis on the utility of exchanges of experiences at the regional and sub-regional levels.

Training materials and suggestions for co-operation in that area

20. Where training materials are concerned, the Group stressed the need to step up the production and circulation of conceptual and methodological documents dealing with matters of general import. At the same time, existing materials should be adapted to national and even regional circumstances.

21. This can be done through more intensive co-operation between training institutions. To this end, clear and precise information has to be available concerning the types of programme provided by the institutions concerned, and the training materials which they use.

22. Similarly, it is important to create data-bases in certain institutions which can ensure co-ordination at the regional, national and international levels, so as to make information on training and materials more accessible.

23. Different types of materials (written, audio, video, computerized) can be exchanged between training institutes, but this requires the evaluation of their quality and the possibility of adapting them to different national contexts.

24. One of the points raised concerned co-operation between users and producers of materials in order that such materials may be better suited to their purpose.

25. Emphasis was laid on the importance of producing practical training materials adapted to the context in which they are to be used, in all cases taking the cost-benefit ratio into account (the number of people to be trained and what the training costs in relation to the benefit derived from it).

How co-operation can be organized

26. Regarding the organization of co-operation between the IIEP and the institutions, the Group expressed the wish that it be applied to concrete and specific projects designed to strengthen national training capacities and ensure the quality of training activities.

27. Different types of co-operation were envisaged:

(a) Bilateral (between the IIEP and an institution, or between two institutions.

(b) Multilateral (several partners at several levels).

28. The Group also expressed the wish that the IIEP might help institutions in two areas:

- In matters pertaining to training needs, the training of instructors, the preparation of training programmes, the preparation of training materials, the holding of courses, the dispatch of documents, and the evaluation of training and of its results.
- In matters pertaining to funding and the quest for financial resources (the World Bank, regional banks, UNDP, etc.).

29. Consideration was given to setting up a network of correspondents in co-operating countries with a view to developing a common working culture with the IIEP and guaranteeing the quality of national training activities.

30. The Group hoped that the IIEP would act as a generator of co-operation and a catalyst of exchanges, supporting the launching of training and research projects.

Report of Group 2 : Assessment of training needs and strengthening of national capacities for training

Introduction

1. The assessment of training needs of educational planners and administrators as well as the strengthening of national capacities for training need to be done in the context of changes, developments and problems occurring in the socio-economic, political and cultural milieu of a country. Similarly, global changes and developments which impinge on the national environment are to be taken into consideration.

2. A second important consideration in the assessment of training needs and in the strengthening of national capacities for training is the changes occurring within the education system which include its quantitative size, changes in structure and organization, diversification of functions and context of education, and more importantly alternative delivery mechanisms, such as, nonformal, distance and open learning modes of education.

3. The planner and administrator must be increasingly aware of resource constraints which tend to limit educational development, the need to involve the grassroots level functionaries, and the important role that the private sector and NGO's now play in education.

4. The increasing concern for policy analysis, systems evaluation, public accountability, use of research results in training and the recognition of the contribution of information in decision making require new skills and knowledge for planners and administrators.

5. To be effective, the profile of the planner and administrator should adapt to his/her new functions and responsibilities. He/she must be a facilitator of learning, problem solver, resource linker, evaluator, change agent and interdisciplinary expert rolled into one.

Methodology for assessing training needs

6. Basic strategies for assessing training needs entail a review of job descriptions, task analysis and a study of both the present and future expectations of the work of the planner and administrator. Other strategies for identifying training needs include action research, interviews and informal talks with people to be trained, their superiors and subordinates, and analysis of feedback from peer, subordinate and superordinate groups and the community at large. Brainstorming sessions related to specific task analysis of job descriptions can result in the identification of specific training needs. Validation of the training needs with representative clientele to be trained could provide useful feedback for prioritizing them.

7. Some illustrations of emerging training contents are: the management of uncertainties and development of future scenarios, management of information vis-à-vis preparation of reports for decision-makers, development of human skill required for getting the participation of the grassroots in planning and implementation of programmes, development of education indicators as they apply to systems evaluation and skills in negotiating with government.

Strengthening of national training capacities

Training of Trainers

8. In determining the skills that would be required in the *training of trainers*, there is need to consider the integration of both theory and practice to achieve the set objectives.

Training in the new thinking should help the trainers to:

(1) have a good knowledge of methodologies of research, particularly the ability to conduct *action-research*;
(2) acquire relevant information and be able to communicate the same to appropriate clientele;
(3) have sufficient knowledge of adult learning, psychology of learning, and processes of learning.

This body of knowledge will help the trainer to: (a) identify training needs, (b) formulate training objectives, (c) prepare appropriate curriculum, (d) develop training methodologies, (e) carry out in course and post-course evaluation, (f) utilise feedback from the system for further improvement and changes.

Types of training institutions

9. Institutions involved in training may be categorized as follows:

(1) Universities which could take the form of pre-service or in-service on educational administration and planning.
(2) Specialised training institutions which are specifically designed to train educational managers.
(3) Ministry of Education, e.g. the planning division organising its own training programme for staff.

Identification of trainers

10. Trainers who may be appointed on a full or part-time basis, depending on the need of institutions, or process of delivery system, may be drawn from:

- Training institutions which combine both theory and practice of educational planning.
- Non-governmental or voluntary organisations.
- Staff of the ministries of education particularly from planning divisions;
- Training research and academic institutes.
- Practitioners at all levels with necessary aptitude and skill.

Delivery systems

11. Delivery systems for trainers can be categorised into two types: namely, face-to-face and distance education.

(1) A face-to-face delivery system may take many forms, namely, large group training, which is common in the universities and specialised institutes, NGOs, and ministries of education, for pre-service and in-service. It can be organised in the form of orientation programmes, workshops and seminars.

(2) Distance education can be organised by the universities and sometimes by specialised institutions also. It is on-the-job training, hence it is often cost effective.

Material preparation and selection

12. Different types of materials that could be prepared for use in training are:

(1) *Background materials*

These consist of plans, documents and research experiences at both national and international levels which are compiled with built-in guiding questions based on training needs.

(2) *Self-learning materials*

These are based on the interaction and participation between experts and practitioners addressed to specific problems and issues in terms of both routine as well as larger issues.

(3) *Case studies and critical incidents*

Specific incidents which when analyzed can serve as resource materials for trainers.

(4) *Print and non-print materials*

Books, documents, periodicals, journals and various audio-visual aids may easily be obtained from reputable libraries, and documentation/resource centres world-wide for usage. These materials have to be judiciously selected in order to meet specific training needs. Three ways by which this can be achieved are:

(1) Try-out or validate such material with selected representatives of the intended clientele.

(2) Undertake revisions of the material based on feedback from such evaluation.

(3) Carry out a pre-course, in-course, and post-course evaluation of materials to ensure that appropriate selection has been made to match training needs.

Co-operation between national training institutions: networking

13. Considering budgetary constraints especially in the developing countries where the need for training of educational planners and administrators is great, co-operation/collaboration between national training institutions will provide a viable alternative for strengthening national training capacities. There are many modes of co-operation which can be explored. Some countries have already taken advantage of some of these, but there is still much room for expansion and improvement of co-operation.

Co-operation and collaboration may be identified as:

(1) Networking between institutions within the country
(2) Networking at regional and international level.

Networking between national level institutions

Here the focus should be on co-operation and collaboration rather than competition. The main advantages of networking are division of labour to avoid duplication which is costly, raising the quality of programmes without increasing unnecessary expenditure on building up staff competencies at various levels and contributing to overall improvement of the system.

Pre-requisites for networking are:

Need for a comprehensive national training policy which should incorporate:

- Acceptance of training of educational planners and administrators as important for effective performance of education systems.
- Linking training with personnel policy.
- Separate resource allocations for training.

Networking forms

- Horizontal with other educational training institutions, general institutes of management, institutes of public administration, NGO's, ministries of health and agriculture, research and development branch of Human Resouce Development (HRD) and planning commission;
- Vertical with sub-regional State and district level institutions.

Networking modes

- exchange of information;
- exchange of course material;
- exchange of expertise between institutions;
- exchange of services;
- joint workshops and seminars;
- joint research activities.

Regional and international co-operation and networking

14. The importance of regional and international co-operation is accentuated by the common problems faced by most of the countries. International co-operation will lead to the sharing of experience, expertise and materials. It would particularly help very small countries in building up their capabilities.

Modes of co-operation

15. (a)
- exchange of expertise;
- exchange of material;
- joint research project;
- joint training programmes.

(b) Role of the IIEP, Unesco and Regional Offices

The IIEP should :

- *facilitate the regional as well as international network. It is to act as the moderator of co-operation;*
- *organise national training programmes to build up capabilities of trainers;*
- *facilitate the dissemination of information and act as a clearing-house.*

* * *

Table 1. **Training needs and programmes**

Category	Target group	Main objectives
1.	(a) High-level decision-makers and advisors in the Ministries of Education: - at central level; - at regional level. (b) High-level professional planners at regional level: - in Ministries of Education; - in Ministries of Economic Planning and Finance; - in other bodies. (c) High-level trainers, researchers and higher education administrators in educational planning and administration.	To provide in-depth and systematic training covering the whole process of educational planning and administration, within the context of socio-economic development.
2.	Middle-level officials at national, regional, provincial district levels - Inspectors; - Headmasters/mistresses of primary and secondary schools; - Principals of teacher-training colleges; - Trainers in educational administration within teacher-training colleges.	To provide training focused on educational management, with due consideration for the pedagogical and supervisory aspects of the functions of staff concerned and some elements of educational planning.
3.	(a) Middle-level technicians at central and decentralized levels in charge of: - statistics; - school mapping and micro-planning; - school building; - project tendering and monitoring; - training colleges.	To provide training focused on the specific tasks of staff concerned, with some elements concerning the overall process of educational planning and administration.
4.	School/college bursars and accounts clerks (along with the headmasters/headmistresses eventually).	To provide specific training concerning financial management and accountability at school/college level.
5.	Grassroot levels - parents, community leaders and voluntary organisations.	To enable all these groups to become effective partners in planning, management and implementation of educational policy prog. at the local levels.

Note : Main objectives for category I as assumed to be a preamble of each category's main objective(s).

Source: Adapted from Hallak, J. ; G. Göttelmann-Duret, *Development of national capacities for training in educational planning and administration - the training design and policy of the IIEP*, Paris, IIEP, 1990, IIEP/S113/1 - Appendix 4, pp. 10-12.

Appendix 3

The analysis of training needs in the field of educational planning and administration: the case of Senegal

by Momar Sow

Introduction

Educational planning and administration training needs in Senegal stem from two factors:

(a) The new objectives assigned to the central planning structure.
(b) The strategies employed to attain these objectives.

I. Factors determining training needs

(a) *The objectives of educational planning*

There has been a keener awareness of the role of planning in the methodical implementation of an education policy in Senegal since 1978. Two reasons for this may be adduced:

(a) The more or less genuine resolve to rationalize the decision-making process at the level of the Ministry of Education.

(b) More or less automatic reactions triggered by the idea that some form of planning was a prior condition for any foreign aid to educational development. Agencies providing aid have indeed always required that effective structures be set up in order to provide the necessary funds, and to control the use to which they are put.

For this reason an institutional strengthening of the Department of Educational Planning and Reform has been programmed. The components of this institutional development programme are co-ordinated along three main lines: the provision of equipment and facilities, the decentralization of authority and training.

Investments in these three sectors were intended to enable the Department of Educational Planning and Reform to:

- gather, process and publish school statistics;
- prepare and monitor the implementation of the education plan and the corresponding investment programme;
- refine school mapping;
- calculate costs.

On the organic level, new offices were set up, additional to the traditional office of statistics, dealing with school mapping, financing and costing, and education projects.

(b) *The strategies adopted to attain the objectives*

In accordance with the so-called decentralization programme, the Department of Educational Planning assigned staff to each region and each administrative sub-region; their task was to gather local and regional statistics, establish local and regional school maps to help to identify all aspects of educational demand (human, infrastructural, material, financial), and decide what steps should be taken to meet that demand.

At the central level, the various regional needs were co-ordinated, assessed and integrated in the light of available resources and in conformity with the broad lines of the education system.

II. The analysis of training needs

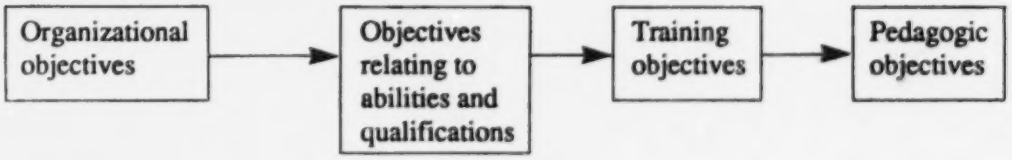
As a result of this above-mentioned policy, two groups are targeted for training: those working at the central level, and those working at the regional and local levels. In both cases, the identification of training needs follows a pattern that has its roots in the organizational objectives. The analysis of posts necessary for the functioning of the central, regional and local structures makes it possible to establish a specific profile corresponding to the performance of the tasks assigned to each post. Following an advertisement for recruitment of teachers, a strict selection is made on the basis of the curriculum vitae of each candidate and the recommendation of the head of the department in which the candidate works. The successful applicants are interviewed so as to discover their motivations and expectations. They are then informed of the tasks and results of planning (statistics, projects, plans). This is done, by the Division of Human Resources. Then the candidates follow a course of training for two or three days in each planning section, after which they are again interviewed. The end result is a 'training guide' data-sheet establishing each candidate's general and specific training needs and his/her career plan.

The conclusions set forth in this data-sheet must be approved by the candidate. The Division of Human Resources, which has access to a data-bank on national and international training structures, establishes a training programme which may take place in several stages and in several different locations.

The regional and local planners are selected by the regional and local education authorities, who receive from the Planning Department a proposal for training in educational statistics and school mapping. But the regional inspectors may submit, parallel with this, another set of training specifications to meet specific requirements.

Where on-going training is concerned, the periodical analysis of planning structures in accordance with new political, economic and technological challenges (such as information technology) makes it possible to redefine the relationships between training and real needs as basically determined by the tasks assigned to the planning division. Thus, instead of an offer of training in the form of a list or catalogue of courses that are not always related to existing or future tasks, the Division of Human Resources has chosen to make training rational and profitable by basing it on a finer periodical (annual) analysis of the

abilities to inculcate in order to attain organizational objectives. For this reason the following pattern is adopted for *in situ* training:



Conclusion

In the case of Senegal, we note that the analysis of training needs (whether initial or on-going) where educational planning and administration are concerned depends ultimately on the production of secondary objectives stemming from organizational objectives. The rigorous upstream selection of candidates for training is an initial step in the direction of the attainment of the basic objectives. The Department's concern with the candidate's career plan determines its flexibility (internal promotions are favoured). The training content is redefined periodically in the light of new factors created by different environments, but also in the light of organizational studies and audits carried out by experts or consultants. A quality circle established in the Department over the past two years has greatly helped to redefine training needs.

Educational planning in Ghana

by Juliana Osei

Formation of the planning unit

The Planning, Budgeting, Monitoring and Evaluation (PBME) Division of the Ministry of Education (MOE) was set up in 1988 as part of an education sector reform programme which was supported by a World Bank Sector adjustment credit, as well as grants from UNDP, Switzerland, Great Britain, Norway and Canada, and concessional loans from the OPEC fund.

The aim is to support sector-wide programmes of institutional reform in education that the Government has embarked upon as an integral part of its national plan for economic recovery and sustained growth.

Until the inception of the PBME Division, the functions of educational planning were performed by the Ghana Education Service (GES) which is the largest of the various statutory bodies under the MOE and responsible for implementing pre-university education policies formulated by the Ministry. Planning under the GES was the yearly programming of activities and budgeting of recurrent and capital expenditures. The overall picture of the entire education sector and relative priorities was missing in the plans of the GES. This was largely due to the prolonged period of severe economic crisis in the country and also lack of qualified personnel.

Functions and structure of the PBME

The new PBME Division is expected to improve the pedagogic effectiveness and to recast the financing of education, so that public expenditures are cost-effective and affordable within modest growth expectations.

The Division is headed by a Director and he is assisted by other senior administrators and professionals. It has also a full-time sector planner who is a Cambridge Educational Consultant employed by UNESCO and UNDP to work with and train the local staff.

The Division is made up of the following units:

(1) policy analysis and perspective planning unit
(2) medium-term and annual planning and budgeting unit
(3) manpower planning and micro-planning unit
(4) statistics unit
(5) computer unit
(6) monitoring, evaluation and research unit.

Training

There has been a recent policy of decentralisation by the Government. This means giving power to the districts in all matters relating to development. Education being a major component of this development process, there is a need to train people in the districts to transmit to them skills in new procedures in information collection, micro-planning, cost analysis and budget programmes. With a total of 110 districts, this entails training many people.

The IIEP, in co-operation with the MOE, has so far organized two courses on the following:

(i) data collection and analysis, and
(ii) programme-linked budgeting.

Next year, people will be trained in district planning and school mapping. In all, 250 people will be trained from the national, regional and district levels.

Strategy for training

In co-operation with the National Training Team, the IIEP prepares the teaching materials which are used for the workshops. Because of the number of people that have to be trained, five workshops have to be organised. The IIEP staff conducted the first as a demonstration course for the National Team to know the way the courses have to be conducted. The second was conducted by the National Team with the support of the IIEP staff and consultants. The last three will be organised solely by the National Team.

Constitution of the national team

Most of the trainers are people who have been already trained by IIEP and have become members of the Planning Division of the MOE. From 1988 to date, six personnel of the PBME Division have benefited from IIEP training. Since training has become a permanent task and has no end, we hope the IIEP will be given the necessary support to continue to train planners from the developing world.

Training needs in the field of educational planning: the case of Mexico

by Margarita Noriega

On the basis of my experience in my own country, I believe that in order to establish training needs regarding educational planning, we must consider:

The previous background of planning in Mexico.

- the country's policy intentions and its economic and social context;
- the capacity to explore and acquire a knowledge of the availability of human resources in this field.

In what follows I shall simply comment on some ideas on this subject which may subsequently be given deeper thought. In Mexico, the earliest attempts at educational planning were made around 1940. They were followed by other planning measures in the education sector, such as:

- the Eleven-Year Plan for Basic Education in 1959;
- the work of the Integral Educational Planning Commission in 1967, with more precise projections for 1980.

But educational planning began to be institutionalized with effect from the 1970s, and received its greatest impetus in 1977 with the creation of the Ministry of Planning and the Budget.

What training is now provided for those responsible for educational planning in Mexico?

To the best of my knowledge, no diagnosis has been made of the availability of educational planning training resources, nor has there been any clear definition of the mechanisms and criteria for selecting those responsible for such planning. We know, however, that where their training is concerned, these people:

- have either specialized in this field outside the country or have followed various training programmes provided only by Mexican universities and higher education institutions;
- have received training with a practical slant in the Ministries of Planning or Education.

The prerequisites of these latter trainees are:

- an experience or a knowledge of the education system.

- a specialization relating to an area of education, such as: the social sciences, mathematics or information technology.

Lastly, I consider that impetus should be given to research on planning, including an attempt to diagnose the resources and needs of planners in the specific context of the present crisis and of the new challenges resulting from changes that are currently occurring in our country, notably in connection with decentralization. The diagnosis I propose should also include an evaluation of the different methodologies employed where training is concerned, in view of the fact that training through experience is an alternative that has not been sufficiently analysed.

Appendix 4

List of documents in the seminar

Documents prepared by IIEP :

- *Développement des capacités nationales de formation en planification et administration de l'éducation - Conception et politique de formation de l'IIPE*
  by Jacques Hallak and Gabriele Göttelman-Duret

- *Les actitivités de formation de l'IIPE,*
  by Carlos Malpica and Habib Hajjar

- *Offre et demande de formation en planification et gestion de l'éducation,*
  by Claude Tibi and Vesa Puuronen

Documents prepared by participants :

- Colombia
  La Formacion y capacitacion de planificadores y administradores de la educacion,
  by Fabio M. Bustos Olarte

- Brazil
  La formation en planification de l'éducation au Brésil: expérience récente et perspectives,
  by Antonio Carlos da Ressurreiçao Xavier

- Morocco
  La formation au Centre d'orientation de la planification de l'éducation (COPE),
  by Lahrech M'hamed

- Egypt
  Système de planification de l'éducation en République Arabe d'Egypte,
  by Sawsan Korra

  Système de planification de l'éducation en République Arabe d'Egypte: Annexes I et II
  by Sawsan Korra

- Philippines
  Training needs of clients and approaches to improving the training capacity of SEAMEO INNOTECH,
  by Minda C. Sutaria

- Indonesia
  Centre for personnel education and training,
  by Nyoman Dekker

- Malaysia
  Training needs and capacities of Institut Aminuddin Baki,
  by Hussein B. Haji Ahmad

- Sri Lanka
  Training activities of the staff college,
  by Mr. Ranasinghe

- BREDA
  La formation en planification, administration et gestion de l'éducation de la région africaine,
  by UNESCO/BREDA, Dakar

- UNEDBAS
  The Training needs of the Arab States in the areas of educational planning, administration of economics of education,
  by UNESCO/UNEDBAS, Jordanie

- Republic of Korea
  Training Activities in the field of educational administration,
  by Chan-Young Chung, KEDI

- India
  Training activities of NIEPA -- Training needs of EPA in India,
  by Satya Bhushan

- Nigeria
  Network of training needs -- Basic training programme in educational planning and management for planners in Africa,
  by Taiwo Ajayi

- Mozambique
  A Formaçao em planificaçao e administraçao de educaçao em Mozambique,
  by Luis Ventura Bila

  Training activities in the field of educational planning and educational administration in Mozambique
  by Luis Ventura Bila

- Zimbabwe
  Educational and management training needs,
  by Cowden Chikombah

IIEP publications and documents

More than 650 titles on all aspects of educational planning have been published by the International Institute for Educational Planning. A comprehensive catalogue, giving details of their availability, includes research reports, case studies, seminar documents, training materials, occasional papers and reference books in the following subject categories:

Economics of education, costs and financing.

Manpower and employment.

Demographic studies.

The location of schools (school map) and sub-national planning.

Administration and management.

Curriculum development and evaluation.

Educational technology.

Primary, secondary and higher education.

Vocational and technical education.

Non-formal, out-of-school, adult and rural education.

Copies of the catalogue may be obtained from the IIEP on request.

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